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ABSTRACT

Defining both the general and specific aims of the Indian Teacher Education Program (ITEP) at the University of Saskatchewan, this monograph presents a detailed program description. Specifically, the following are discussed: (1) Equal Certification (special certificates of any kind which limit a minority group in any manner are not considered justifiable, since Native graduates with the Standard A Teaching Certificate should be entitled to teach in any school in the province); (2) Admission Policies (soliciting, screening, and personal interviews employed to identify applicants with a grade 12 academic achievement and a 65 percent average, or those out of school one full year with a grade 12 achievement and a 60 percent average, or those 20 years of age and over); (3) Orientation Principle; (4) Tutorial Services and Academic Performance (problem derived from physical, instructional, or personal causes are identified and statistics presented); (5) Counselling (individual, couples, family, and group counselling services); (6) Adaptation of Course Content (attempts to develop background knowledge and competencies for teaching via use of materials relevant to Native culture); (7) Field Experiences (five week practice teaching situations in each of the five semesters); (8) Future Development (focus on an off-campus program; the practicum; and program research and evaluation). (JC)

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MONOGRAPH NO. FOUR

PRINCIPLES AND ISSUES UNDERLYING THE INDIAN TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF SASKATCHEWAN

by

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The purpose of this monograph is to share information and ideas associated with Indian and northern education.

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Principles and Issues Underlying The Indian Teacher Education Program At The University Of Saskatchewan

by

Don C. Barnett

INTRODUCTION

ITEP stands for Indian Teacher Education Program at the University of Saskatchewan in Saskatoon in which Indian and Metis students earn the Saskatchewan Standard A teaching certificate.

The need for native children to be taught by people who understand them has been long recognized. Teachers of native ancestry can help make school learning more meaningful. A teacher training program is a way in which native people can better meet the future with pride, understanding and confidence.

ITEP was developed at the request of the Indian people of Saskatchewan. Joint planning on the part of the Indian Cultural College of the Federation of Saskatchewan Indians, the provincial Board of Teacher Education, The Saskatchewan Department of Education, the Saskatchewan School Trustees' Association, the Saskatchewan Teachers' Federation, the Federal Department of Indian Affairs and Northern Development and the University has made this a reality.

The involvement of so many diverse groups indicates the high interest in native teacher education. The involvement of agencies such as the Board of Teacher Certification, the Department of Education, the Saskatchewan School Trustees' Association, the Saskatchewan Teachers'

Federation, and the University should ensure an academic quality to the program. The involvement of other groups such as the Federation of Saskatchewan Indians and the Department of Indian Affairs and Northern Development should assist in developing a realistic and relevant base to the program.

There are, however, problems which can arise with so many diverse groups involved in the philosophy and policy development of a teacher education program. Each group justifiably feels that it has a vested interest in the program and its development. If these groups should feel very strongly about the development of particular aspects of the program, it can make it most difficult for personnel working within the program to work effectively. Areas of responsibility for each group should be carefully and clearly defined. The degree of direct involvement in the daily working operations of the program should be clearly determined for each group. It appears that these guidelines need to be quite general in nature so that those personnel involved in the daily administration of the program can develop effective program procedures. Guidelines which are too specific in nature can too readily lead to conflicts in interest and in working principles.

There are two general aims of the Indian Teacher Education Program. One purpose is to prepare native people for classroom teaching. A second purpose is to provide broad educational experiences which will give the individual more freedom in his choice of career.

It should be noted that one objective is no more or no less important than the other. Although a primary purpose of the program is to develop native teachers it is also equally recognized that individual needs must be met also. Equal recognition of the second objective means

that individuals who recognize that teaching is not for them can feel they have nevertheless succeeded in both the program and in life. Failure to achieve a teaching certificate should not make a person feel he has failed himself or the educational cause of native people.

The program is a parallel model for teacher education to the "regular" teacher education model at the University of Saskatchewan. Students are eligible for a teaching certificate after two successful years in addition to an initial orientation semester. Students entered the program in February, 1973, and January 1974, and a new group of students is scheduled to enter the program each January.

EQUAL CERTIFICATION

Graduates of this program receive a Standard A teaching certificate which will enable them to teach in any elementary school in Saskatchewan. This has meant that university course work is basically the same as is required for College of Education students, with some adaptation of content which is noted in a later section of the paper.

Equal certification is a sound and justifiable argument. Indian people demand equal treatment. Not to give native people equal certification would be to continue to treat them as second class citizens. Special certificates of any kind which limit a minority group in any manner when compared to other people in the society are justifiably not acceptable.

Equal certification has other implications. It means that those receiving the certificate are entitled to teach in any school within the province of Saskatchewan. Equal certification does not limit anyone to return to schools back on the reserve. If a basic purpose of a Native Teacher Education Program is to provide teachers to teach Indian children

in schools on reservations then the concept of equal certification may be a self-defeating concept. Many of the young native teachers may choose to not return to the reserve for a variety of reasons. However, in Saskatchewan the Indian people seem to say that this should be each individual's choice. The concept of equality appears to take precedence over the concept of native teachers for native students.

ADMISSION POLICIES

Applicants are considered who have:

1) regular university entrance requirements - grade 12 academic with a 65% average

or

2) been out of school one full year and have grade 12 academic with a 60% average

or

3) adult admission requirements - applicants who have reached their 20th birthday by September 1st of the coming school year.

Initial solicitation for candidates begins with the liaison officers of the Indian Cultural College, Education Component, who are in the field and cover all reserves in the province. Furthermore, Indian Affairs counsellors are located in five districts who disseminate information to potential candidates. Other organizations, such as the Native Women's Organization and the Metis Society, also play a role in recommending candidates for ITEP.

Actual recruitment and screening of applicants consists of three major steps. A candidate must successfully complete the previous step before being admitted to the next step in the recruitment procedure.

Solicitation of Written Materials

a) Applications are solicited. These are letters of reference from native people - e.g. Chief, School Committee chairman, band administrator, school personnel, former employers.

b) Transcripts are sent from the Department of Education.

c) A letter is received from each applicant. This is a resume as well as an indication of why they want to join ITEP.

d) Application for university entrance is completed.

Screening of Applications

a) This is done by numerical computation. Number weightings are assigned to variables such as age group, marital status, children, academic background, category, employment experience on or off reserves, work experience in education (teacher aide, school committee work, etc.), fluency in native language and experiences in summer courses/university training.

b) Scores are totalled.

c) Scores are placed on a bell (normal) curve. In general, extreme top and bottom scores are rejected. Candidates with top scores usually meet regular university admission and candidates with low scores are screened out with a letter of notification and statement specifying in which areas further upgrading is required for consideration the following year.

Personal Interview

This is an open interview conducted largely by native people representing the Indian Cultural College, ITEP personnel and the Indian and

Northern Education Program at the university. General personality factors and verbal fluency in native language are considered during the interview.

The numerical computation system of the second major step has been discontinued in the entrance procedures of the program. This has been due, in part, to the cumbersome and complicated processing of scores. It has been also due to a change in philosophy toward the question of entrance standards to the program.

Admission to university has been a long debated issue. It has been often felt that to raise the standards of the university it is necessary to raise the admission standards. Such a position is based on the assumption that high input is required in order to produce a high quality of output. It also implies that what goes on between the input stage and the output stage is relatively insignificant. This view implies that if you already have a genius you will naturally produce a genius; and if you do not have a genius there is really not much that can be done through a program to produce a genius.

This fatalistic view towards human development should not be accepted at the university level. If a program is a high quality operation, then it should develop human beings during the length of that program. People should not be screened out due to academic or philosophical considerations before they have the opportunity to attempt a program. This holds particularly true for people who come from a more varied cultural background. Screening should not occur before a program begins. Rather, screening should occur during a program. For example, screening areas may occur during mini-teaches to small groups, television teaching, and interviews with program personnel during the course of the program.

ORIENTATION PRINCIPLE

The Indian Teacher Education Program students spend the first semester in orientation. This semester, which begins in January, is spent orienting the students to urban life as well as to the university. Students are acquainted with the university facilities, i.e. library, recreation facilities, social facilities. During this period, skills in reading mathematics and study habits are upgraded.

In April, students are assigned to schools in rural areas or in small communities. During this first student teaching experience, students generally observe classroom teachers at work rather than take a teaching role themselves. The purpose of the orientation semester is to prepare the students for full time studies in Education and to give them the opportunity to decide whether or not they are interested in making teaching their career.

Following is a list of major objectives for the on-campus experiences of the Orientation Semester:

1. To view community centres as the Indian Cultural College, city museum, art center, and the Institute for Exceptional Children;
2. To locate information in the library;
3. To take notes from lectures;
4. To participate in reading rate improvement;
5. To participate in reading comprehension improvement;
6. To identify areas for improvement in basic math skills;
7. To improve needed areas of basic math skills;
8. To meet a minimum 50% knowledge evaluation on Indian culture, civics and history;
9. To know how to plan a lesson for teaching;
10. To write numerous essays with a minimum acceptance evaluation of 50%;

11. To attend classes and activities with a maximum of ten percent unexplained absences;

12. To write a daily journal or log for purposes of re-orienting students towards writing;

13. To develop confidence and skill in verbal interaction within groups;

14. To acquire knowledge in consumer education in the areas of landlord-tenant relations, personal budgeting, and basic nutrition;

15. To increase self-awareness and communication skills through a participation in self-awareness and communications workshop sessions;

16. To increase knowledge and skill in Consumer Education in areas such as personal budgeting, landlord-tenant relations, credit card buying, and basic nutrition.

Study skills are reviewed and upgraded. Students use individualized program materials in the Reading Lab. Arrangements for familiarization and use of materials in the Indian and Northern Curriculum Resources Centre and the College of Education Library are made. Emphasis is on location finding, summarizing, and note-taking from lectures.

Immediate diagnostic testing does not occur. The feeling is that the ITEP students should first be familiarized with the new surroundings as well as have the opportunity to become re-oriented towards books and academic thinking. This re-orientation may provide more accurate test results than would be the case if students were administered a battery of tests on the first day or in the first week on campus.

A diagnostic instrument to identify word attack skills is administered later in the semester. In addition, each of the individualized reading labs have pre-tests which help students locate their levels within

the lab. In respect to writing skills, students work in programmed materials in addition to receiving group classwork and individual guidance by ITEP staff.

The SRA Mathematical Diagnostic Test is administered. Major mathematical concepts are identified. In each case, pre-tests and post-tests help determine learning.

For the initial two in-take groups of students, the math upgrading focused on the learning of basic math principles through an individualized learning program and lab experiences. Students then moved into the study of the teaching of math during the regular EDCUR 210 Methods course the following September. This sequence was based on the rationale that one must understand a subject before he is able to teach it.

Results of this approach to the math upgrading was not entirely satisfactory. The upgrading experience did not lead to a satisfactory performance level in EDCUR 210.

One area of concern arose from the lack of interest or motivation generated for math during the Orientation Semester. Some students increased their apprehension of the study of math. These feelings, for some, appeared to be influenced by their inability to cope consistently in an individualized learning situation.

A second area of concern related to the different objectives between the upgrading orientation class and EDCUR 210. The purpose of the upgrading class was to seek solutions, whereas in EDCUR 210 focus was on teaching methods. Focus switched from a content orientation to a process orientation and students found it difficult to make this adjustment. Once the mental set associated with finding solutions to content was established in the upgrading course, students often were unable to adjust to the emphasis on the

methods and process of mathematics.

For the third in-take group of students the learning of math content and methods was presented simultaneously. Students learned the content by focussing upon teaching methods. Rather than a break in emphasis between upgrading and EDCUR 210, one class became a consistent continuation of the other class.

The approach to the Reading Upgrading component of the Orientation Semester changed as well. In previous Orientation Semesters, emphasis was placed on commercially designed exercises to develop specific reading skills. However these exercises appeared to be isolated and disjointed from any larger meaningful context. As a result students appeared to lack sufficient motivation during the reading upgrading sessions.

Greater emphasis was placed on the comprehension of reading material. A second change was to utilize reading materials which related directly to topics taken in other components of the Orientation Semester such as Indian History and Consumer Education. Although a commercial set of reading materials is still used, more time is allotted for reading materials which are closer in context with the students' experiences.

Unstructured learning situations are planned for the ITEP students during orientation. For example, each day students fill out their own daily plan sheets. They are permitted to study where and when they want within the general areas of math skills and reading skills. Individual work in specific areas is selected each week with individual guidance and counselling sessions with tutorial counsellors. These weekly guidance and counselling sessions involve (a) a review of daily work sheets and skill-building activities and (b) a focus on individual concerns, interests and/or problems.

As the semester progresses a gradual change in emphasis leading toward education and the school helps prepare students for their practicum experiences. For example, the Reading and English classes deal more with Education-related topics, and the Consumer Education classes are replaced with activities directly related to school and the classroom.

TUTORIAL SERVICES AND ACADEMIC PERFORMANCE

Tutoring services are available when students are taking academic courses. Individual tutoring provides guidance for students with projects and written assignments. Students receive individual help in reviewing lecture notes and reading assignments. Group sessions are held periodically to summarize and review key concepts from textbooks and reference materials. In some cases ITEP staff teach the regular academic courses.

Tutorial assistance is essential in enabling students to complete a quality university teacher education program. Lack of tutorial aid would, in all likelihood, result in a high number of student failures and drop-outs.

Although the failure rate in classes has been low, academic grades have not been high. This may be due to several factors. Students did not achieve high academic grades prior to entry to university and this pattern has remained consistent. Lack of study skills and/or adjustment difficulties to the university environment may account for this. Low grades may in part be attributable to a heavier class load than that experienced by students in the regular Teacher Education Program. Students in the regular program take fifteen hours of classes per week (5 courses at 3 hours per week). Although ITEP students take only four classes, instructors lecture for more than 3 hours per week in order to complete their courses in the shorter time period in which ITEP students were on campus. The student teaching component

each semester mandates ITEP students to complete their university courses in 9 weeks rather than in the 12-14 weeks which students in the regular program receive.

There appears to be no definitive division between grades received from the College of Arts and Science and the College of Education. Both highest and lowest group means were recorded in Arts and Science classes. Class grade means in the introductory Psychology course and the education courses were more uniform.

Many students found it difficult to complete class assignments. Individual interviews were held with students to determine causes for incomplete or late class assignments. Students were asked a general, open question concerning their difficulty in completing assignments.

As indicated in Table 1, a single cause for not completing assignments was not noted. It should be noted, however, that Table 1 does not indicate the intensity or degree of difficulty experienced by students.

Place to work and availability or suitability of materials did not appear to hamper most students. Loss of materials was a more common reason for failure to complete assignments.

Instructional causes appeared to be a major reason for lack of assignment completion. Relatively few students felt the instructor "talked over my head" or was prejudiced against Indians. Use of foul language "turned off" a few students. Although five students felt prejudice by an instructor surfaced a few times, student feeling on this point did not appear to be intense. Their reaction appeared to be that of withdrawal or "turned off" rather than that of aggressive hostility.

Table 1

Reasons for Difficulty in Doing Class Assignments

N=19

Reasons		No. of Students	Total Responses
Physical Causes:	- Place to work	3	
	- Materials		
	not available	3	17
	not suitable	3	
	loss of materials	8	
Instructional Causes:	- Time	1	
	- Too many	7	
	- Too long	10	
	- The instructor		
	too sophisticated language	4	49
	foul language	4	
	prejudice	5	
	irrelevant	7	
	unrealistic	3	
	unclear directions	8	
Personal Causes:	- Absent from class	2	
	- Disliked the subject	9	
	- Family situation	3	
	- Medical reasons	3	
	- Peer influence	5	50
(external)	- Fear of comparison	1	
	- Fear of failure	5	
(internal)	- Unhappy with performance	11	
	- Lack of skills	6	
	- Lack of self-discipline	5	

Number and length of assignments affected the completion rate. Dislike for the subject was frequently summarized as the reason for not completing assignments. Nearly all students felt they had been given adequate time to complete assignments in all courses. In some cases, repeated extensions led to a piling up of overdue assignments.

Personal causes affected the completion rate on assignments for some students. Unhappiness with their own performance was noted as a cause. This resulted in students starting an assignment or even finishing the assignment, but failing to hand it in to the instructor because they felt it was not yet at a sufficient level of quality. These high expectations appeared to be due to the student's own internal perceptions of academic excellence rather than the instructor's expectations of work performance.

Students' feelings that their work was not of adequate quality may relate to their self-concept. This implication is supported by many students who readily recognized and admitted their own lack of academic skills and lack of self-discipline. This lack of confidence may imply that many native students perceive the university as an unachievable ideal.

The attendance factor is an undeniable present situation in many programs involving native students. The Department of Indian and Northern Affairs has used its control over finances to shape behavior of Indian students in programs of the past. This consideration has been taken into account in the ITEP program. Should students be docked for not attending classes? On the one hand it may be argued that they are being paid to participate in a program. If teachers are not at school for a justifiable reason then those teachers are not paid for that day of work. Similarly, it may be argued that such a policy should be made mandatory during a teacher education program.

On the other hand it may be argued that the right to educational money is a treaty right and cannot be justifiably taken away from those students enrolled in an education program. Further, it may be argued that those in a power position do not have the moral right to modify behavior through purse strings. Responsible behavior cannot be developed if the threat of withholding finances is continually held over the heads of the students. What is needed is a form of behavior modification in which students gradually move along the road toward responsible attendance regardless of the money situation. This can only be achieved if students are given their regular educational allowance without attendance considerations, even though they may abuse this privilege, particularly in the beginning. What is needed is research which will indicate the effect that withholding money for non-attendance has on behavior. Thus far there has been little or no research findings to indicate the extent of this influence.

There has been a 63% discontinuee rate in the program. A wide variety of reasons such as illness, more attractive financial opportunities elsewhere, insufficient educational allowances to pay financial debts incurred prior to entering the program, realization of a lack of interest in teaching, course failures, and home sickness have contributed to the drop-out rate.

There appears to be no large difference in number of years away from school between those who have discontinued and those who have continued in the program. Average years away from school for discontinuees was 5.1 years whereas the average for those remaining in the program was 4.3 years.

Findings with the first group of students implied that academic background may be a factor in the retention/attrition rate. The mean grade level for discontinuees was 9.66, whereas the mean grade level for those

remaining in the program was 11.0. However, in the second group of students both discontinuees and those who have continued in the program averaged eleven years in school. Those remaining in the program ranged from vocational grade ten to grade twelve in the discontinuee group. It appears, therefore, that academic background may be an inconclusive factor in determining whether or not students will remain in the program.

Age difference appears to be an insignificant factor in the retention/attrition rate. The average age of discontinuees was 21.67 years compared to 22.82 years for those remaining in the program.

Completion rate on assignments during the on-campus orientation semester was analyzed in a further attempt to determine causes for discontinuing in the program. Thirty-three assignments were required during the orientation semester. An analysis of the completion rate on these assignments by those students remaining in the program for the entire on-campus period indicated little difference in the number of assignments completed by those who later discontinued and those who have remained in the program. Those remaining in the program completed an average of 26.4 assignments compared to 25.2 assignments by discontinuees. It appears that factors other than academic performance during the orientation semester affect whether or not students remain in the program.

Geographic location (i.e. reservations vs urban/small town) may be a variable in the retention/attrition rate. Eighty-two percent of the discontinuees came from reservation backgrounds. Eight students from northern communities, out of a total of seventy-two students, enrolled in the program. Only two of these students (one from La Ronge, a larger urban northern center) have remained. It appears that the present ITEP model of teacher education may be more oriented to people from an urban setting than to those

who have recently lived on reservations or in northern communities.

The issue of integration versus segregation of Indian students at the university is debatable. The very nature of the ITEP program at the University of Saskatchewan mandates segregated classes. This is caused by the heavy emphasis on field experiences. Students leave the university to participate in student teaching activities part way through each semester. Classes in the regular program continue on until the end of the semester. It is non-operational to have half a class leave part way through a semester while the remaining students continue on.

Some students expressed concern over the segregational aspects of the program and indicated a desire to be more involved in classes with students in the regular undergraduate program. When time scheduling has been appropriate Indian students have been integrated into regular university classes and/or seminars. This occurs in about three or four classes during the two and one-half year program.

Other students, particularly early in the program, tend to favor segregated classes. They feel that they want to remain together as a group until at least they feel more secure about their new surroundings at the university.

However, segregation for the entire length of the program may be questioned. At certain points, during particular classes, integration may be both possible and desirable. Students are projected into integrated situations when they go out to the schools to teach. They are projected into integrated situations when they go downtown, to a hotel, or to other places of business in the outside world. If the program is to develop individuals to operate effectively both in the Indian world and the larger society, then integrated experiences at certain points are necessary. The

Indian students have a natural curiosity as to what the other university students are like, what other "regular" classes are like in the college. This opportunity should not be denied them during their involvement in teacher education.

COUNSELLING

The counselling aspect of the program involves the idea of encouraging students to become more aware of themselves and their relationships with other people, i.e. their peers, their families and school children. This involves individual counselling, couples counselling, family counselling and group counselling.

Students are assisted in the location of satisfactory living accommodations in the city. In the early part of the program students were encouraged to leave their wives and children on the reserve. It was felt that this situation would enable students to concentrate more heavily on academic work. It was also thought that this would encourage students to return to the reserve and not become entirely involved in urban life.

However, the separation of families produced unhappy situations and students are now encouraged to bring their families with them to the city.

Staff in the Indian Teacher Education Program work as both counsellors and course instructors for some classes. Can a counsellor also be an instructor? On the one hand it may be desirable to have ITEP personnel teaching academic courses. These personnel know the background of the individual student better than regular university instructors. Since they supervise the students during student teaching, they should be able to relate course content more readily to actual teaching situations.

There are, however, two problems which arise from tutorial counsellors instructing classes. One problem is in terms of time. Time spent in preparing and teaching classes means that less time is available for counselling and program development. A second problem is related to the role expectations of instructors and counsellors. An instructor must demand a certain performance from his students. Demands of certain behaviors is not part of the role of a good counsellor. It may be argued that the same individual cannot be both an instructor and counsellor to the same group of people. One or the other role must become dominant. A more workable arrangement is to have counsellors work with instructors. Counsellor and instructor should not be the same person. This conflict in roles can only lead to a certain degree of alienation for students in the program.

ADAPTATION OF COURSE CONTENT

Students take the same courses as other College of Education undergraduates. These courses include: English, Physical Education, Psychology, Anthropology, Introduction to Education, Educational Foundations, Educational Psychology and the numerous teaching methods classes.

Although course work is essentially similar to that of other teacher education programs, there are attempts to develop background knowledge and competencies for teaching through subject matter which is more relevant to native culture. Examples of this are evidenced in the attention to Indian legends and poetry in English. There is an emphasis on North American Indian cultures in the Anthropology course. Students research and write on both the present culture and history of their home reservations to fulfill course requirements in Anthropology and History. The Social Studies methods course focuses on teaching strategies for developing greater self-

awareness, building self-concept, and analyzing values in the classroom. The Math methods class includes a brief study of the Cree and Chipewyan number system. A cross-cultural communications component is included in the Introduction to Education class. The Educational Psychology students are encouraged to make cross-cultural generalizations and comparisons from basic principles and research studies.

The degree that course content should be adapted is a contentious issue. It can be argued that the course content for any student needs to be relevant and adapted to meet the particular needs of that student. Often it becomes a philosophical question as to what a student best needs. There is little doubt that native students probably can acquire a great deal of benefit from studying native culture and history as well as a study of minority groups in Canadian society. However, does this mean to say that these students need not study the Canadian social scene in a broader context, world history, or international politics?

It may be advisable to follow the basic principle of learning close to the immediate environment in the beginning and then gradually moving outward toward an expanding horizon. For example, students might begin in the program with courses related to Indian history, culture, and sociology. As the program progresses courses relating to a broader context might be introduced. These courses might be courses in international politics, the Canadian social scene and other areas of concern for all Canadian students.

FIELD EXPERIENCES

The concept of early commitment has been built into the program. The concept is based on the rationale that a person needs to encounter first-hand experiences before academic course work can have real meaning. Early commitment means that students are provided the opportunity to decide whether or not they want to pursue teaching as a career. Silberman notes the disadvantage of a late exposure to the "real world" of the classroom.

> The fact that most education schools delay practice teaching until the students' senior year is another serious and sometimes fatal weakness for it denies students the chance to discover whether they like teaching or not until the end of their course of study. (1)

Early exposure avoids the situation in which an individual may attend classes on campus for several years before any actual classroom teaching. In some cases, unfortunately, people have decided to pursue a career in teaching because it is too late to switch into another field. They have felt that perseverance in a program they may not wish to be in is justified in terms of the amount of time and effort already placed in it.

The Indian Teacher Education Program at the University of Saskatchewan places students into five week practice teaching situations in each of the five semesters. Each semester includes approximately five weeks of student teaching. Students experience a wide variety of classroom situations in all Indian schools, integrated schools and all white schools. They are placed in various locations such as reservation schools, small towns, cities, and isolated northern settlements.

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(1) Charles E. Silberman, Crisis in the Classroom, New York: Random House, 1970, p. 461.

Early in the development of the program efforts were made to decrease the gap between university experiences and actual teaching experiences. Prior to each student teaching experience, ITEP staff contacted pre-identified cooperating teachers to discuss possibilities of relating what students were taking in their current university courses with what would be taught in classrooms where they were to teach. Course instructors were encouraged to meet with teachers so joint planning could occur. When students were taking an English course at the university, arrangements were made for them to teach language in the schools for that semester. Similar arrangements were attempted in respect to the other subject areas when ITEP students took their various teaching methods classes.

In general these efforts did not produce satisfactory results. Teachers often found it difficult to organize their classwork to relate to a particular university course. Similarly, most university instructors were at a loss to relate their course content directly to numerous and particular classroom situations. Students appeared, at this point in time, unable to relate a great deal of their university course work to their student teaching experiences.

An initial schedule consisted of three weeks in schools, two weeks back on campus and three weeks out in the same school. However, few students preferred this schedule to a straight time block. Students felt that the 3-2-3 schedule was too unsettling and that switches back to campus or back to a community occurred just as they were becoming adjusted to one location.

Instructor and teacher feedback on the 3-2-3 schedule was neutral. The original purpose of the two-week period back on campus to prepare a

unit to be taught during the final three-week period was generally unsuccessful due to failure to identify or carry through a teaching unit.

Students were divided in their feelings toward full-time student teaching or dividing time between teaching and working on class assignments.

Teacher and principal feedback in regard to the split work load between teaching and working on course assignments was negative. Teachers felt that students failed to become sufficiently involved in the classroom and community as a result of their commitment to university coursework while out in the field. In some instances, dissatisfaction by teachers with ITEP students' planning for lessons was attributed to the required university course work. As a result the present schedule consists of approximately eleven weeks on campus in which all course work is completed prior to going out into the field for student teaching. This permits students to concentrate on classes or on teaching at specified times during each semester.

Student teaching is evaluated in terms of attendance and work performance. Unsatisfactory attendance largely occurred when first year students realized that classroom teaching was not in their interests and, therefore, discontinued in the program. Unsatisfactory teaching performance was largely based on weaknesses in adequate planning of lessons. Practicum experiences throughout the program have enabled ITEP staff and other College of Education supervisory personnel to assist in building teaching competencies from one semester to the next.

It may be argued that this continued and heavy emphasis on actual classroom teaching is necessary if native people are to become familiar

and at ease with the classroom. Unlike white students who may have had more successful experiences during their public school life, many native people have not had such positive and rewarding experiences in school. It is, therefore, necessary to provide a longer and more in-depth positive experience in the classroom during the time involved in their teacher education.

In addition to this argument, it must also be recognized that students in the regular teacher education program are dissatisfied with their exposure to field experience. This exposure is often criticized as being too short and insufficient. Therefore, when a new program for native people was designed, it was felt that a continued and heavy exposure to actual experiences in a classroom would be more desirable.

However, to swing the pendulum from on-campus experiences to field experiences may not be the answer to high quality teacher education. Students in the Indian Teacher Education Program at the University of Saskatchewan have expressed a greater unwillingness to go out and participate in student teaching each semester. They appear to have become tired and somewhat bored with having to go out and repeat a practice teaching experience in some classroom. Many have also felt that a five-week practicum each semester is too long a time. Most prefer the on-campus class work to the student teaching component of the program. As a result program personnel have considered fewer than five weeks of student teaching each semester. Part of this time has been changed to mini-teaching and peer teaching on-campus experiences with the aid of audio and video-tape feedback.

FUTURE DEVELOPMENT

Careful consideration is required for future development of the program. These deliberations need to focus on three major areas: (1) an off-campus program, (2) the practicum, and (3) program research and evaluation.

The rationale for an off-campus program is based on the need to serve northern communities with teachers of native ancestry. People from these communities are reluctant to move from their homes and families to attend an on-campus university program in a "southern" city. Many of these people are "supply teachers" and teacher aides working in northern classrooms who have exhibited a potential to become effective teachers.

The current model of the Indian Teacher Education Program at the University of Saskatchewan has been unable to recruit teacher aides and other potential teachers from northern communities. As noted earlier, only eight students from northern communities, out of total of seventy-two students, have enrolled in the first two student in-takes of ITEP. Six of these students have discontinued. Family-home consideration was the major factor in discontinuing the program. To provide an adequate service to residents of the north, it appears that some aspect of ITEP must consider the development of a field-centered approach to teacher education.

One approach in the development of off-campus classes is to provide correspondence courses. Students might work at the courses as they work as teacher aides or student teacher/interns in their home communities. In this approach times would need to be arranged for instructors and students to meet during workshop seminars through each semester.

The class might be included within a faculty member's regular work load, or as an overload, depending on circumstances within university departments and colleges. "Field co-ordinators" would need to be appointed to aid students in completing course requirements and practicum experiences in northern communities. The co-ordinators might be drawn from principals or other teaching personnel in these communities.

An alternate approach is to identify off-campus instructors to work at a northern campus in towns such as La Ronge or Uranium City. These instructors would work in close conjunction with various university departments offering courses.

A second future consideration is the development of more meaningful practicum experiences. One purpose of this program has been to develop community teachers in addition to classroom teachers. At present all field experiences consist basically of practice teaching in classrooms. There are few community-oriented activities to provide students opportunities to become concerned and involved with the community in addition to the school. This deletion in the program is largely due to all field experiences being directly channeled through school personnel.

It may therefore be desirable to channel some field experiences through the Federation of Saskatchewan Indians, band administrators, school psychologists, adult education personnel, welfare department personnel, health services, recreational leaders, or Department of Indian and Northern Affairs counsellors. Such field experiences may relate more meaningfully to Arts and Science on-campus courses during the first year. This would leave the emphasis on direct classroom field experiences for the second year when students are more involved in on-campus Methods courses. A

community-oriented experience should be permitted only after a student had demonstrated satisfactory performance during previous classroom practice teaching experiences.

Consideration needs to be given to the proportion of time involved in student teaching. At present, all ITEP students experience a heavy practice teaching program which may be bordering at the point of diminishing returns. Although a heavy emphasis on school and community experiences may be desirable early in the program to provide practical experience to which students can relate university course work, "farming out" students to schools during the entire teacher education appears to be less than desirable.

Further, the present practice is to make students familiar with and conform to the present school structure. Since there are questions raised about the adequacy of the present school structure, particularly by native people, the continuance of random school experiences may be questionable.

ITEP students possess school-related experiences varying from numerous years of school committee and teacher aide work to no school-related work.

It appears more logical to provide a larger number of school experiences for those having had little previous experience, and to provide some eduational experiences other than the usual "student teaching/ classroom work" for individuals having had classroom experiences during their years as teacher aides. Alternate experiences for the latter individuals may be more community related. Similarly, it may be desirable for certain individuals to spend more time at on-campus course work than

the present nine-week period permits. A good program should be sufficiently flexible to provide a variety of experiences to better meet individual needs in the program.

Another possibility is to "concentrate" experiences in particular types of pre-identified teaching-learning situations. Following a successful practicum experience in a "normal" classroom, students might be "concentrated" in

(a) open area schools,

(b) schools utilizing native content,

(c) classrooms in which individualization, contracting and individual study is apparent,

(d) schools using team teaching approaches.

Present practice does not include experiences in any areas as these, unless it is by chance that a few individuals encounter such situations.

Rationale for such an adjustment is based on the assumption that varied experiences are more desirable than the same basic experience numerous times. Continuance of the present student teaching operation means that students can complete their program without having seen or experienced many "progressive" areas of education which have been advocated by native leaders.

Finally, the area of research and evaluation requires careful consideration. Future research must focus on objectives established in the original design of the program. The original purpose of the program to prepare native people for classroom teaching cannot be evaluated until the first group of students graduate in the spring of 1975. Until then, further research can help to determine the extent of successful classroom

teaching. The second purpose of the program to provide broad educational experience which will give the individual more freedom in his choice of career will require in-depth personal interviews with students.

To this point in time the program has been subjected to internal evaluators working within the program. It may be argued that external evaluation is needed for objectivity. However, the advantages of external evaluation may be questionable when weighed in terms of continued internal evaluation. Too often programs are externally evaluated for the sole purpose of credibility. After large sums of money have been spent it becomes possible to inform our academic colleagues that we must have a good program. After all, it has been evaluated in some official or formal manner. Undoubtedly a concise and sophisticated report would be available for display.

Efforts should be made to avoid this pitfall in the evaluation of any Indian Teacher Education Program. It is unfortunate when a project receives a superficial analysis by external evaluators unfamiliar with philosophical assumptions and objectives underlying that program. This has occurred under the guise of objectivity and academic prestige with too many programs in the past.

The real purpose of evaluation should be to develop a higher quality program for individual students. Evaluation needs to be reported in terms which both students and program personnel can readily comprehend. It is frequently possible to more accurately achieve this goal of evaluation through internal rather than external means. Whether evaluation is internal or external, research should be used as a continuous guide for program personnel to formulate more meaningful experiences in teach education for students of native ancestry.